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ABSTRACT

The six learning modules described focus on specific competencies of vocational teachers. They are performance based, and involve participants in activities designed to integrate the theory of successful vocational teaching with its practice. Information is provided on course purposes and content and activities and resources involved in use of the modules. A critique and ordering information are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Title: INSTRUCTIONAL EVALUATION (Performance-Based Teacher Education - PBTE Series: Category D)

Publication Date(s): 1977

Intended Users: Inservice and preservice vocational teachers in all occupational areas interested in developing specific competencies

Grade Level(s): Secondary and post-secondary level

Number: Group or individual (working with a resource person)

Primary Focus: These six modules focus on specific competencies of vocational teachers. They are performance based, and involve participants in activities designed to integrate the theory of successful vocational teaching with its practice.

School subject(s) and/or inservice topic(s) covered:

The modules focus upon competencies which have been identified and verified as necessary to successful vocational teaching. However, the concepts taught may apply to teachers in other subject areas as well. The competencies include (1) identifying/establishing criteria central to process of student assessment, (2,3, and 4) assessing student performance in terms of knowledge, attitudes, and skills gained, (5) determining student grades, and (6) evaluating your(participant's) effectiveness.

What participant does in using the materials:

All six module booklets are similarly programmed. With a particular "terminal objective" in mind, participants complete two to eight "enabling objectives" and related "learning experiences" for each module. Each module requires the participant to demonstrate skill in the focused competency by performing it in an actual school situation with a resource person to assess the participant's experience.

Resources:

In addition to the module booklets themselves, participants will need access to a resource person--both as a guide through the program and for the final assessment. The resource person may be an instructor, administrator or teacher educator who is skilled in the competency being discussed. Supporting materials are also available from the distributor. They include an Implementation Guide, Resource Person and Student Guides, and a text on the state of the art of general and vocational education.

Describer critique:

These six programmed texts provide both an interesting and efficient structure which teachers can acquire and demonstrate skill in competencies necessary to effective vocational/occupational teaching.

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CE19 (TS) competency based education - (ASG) cognitive development - (ASG) affective development - (ASG) grading - (ASG) criterion referenced tests - (ASG) evaluation of instruction TD

1.0 PURPOSES:

Rationale

These modules focus on "specific professional competencies of vocational teachers." According to the developers, "each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specific competency."

Goals

Each module has a "terminal objective," which represents the ultimate goal for participants using that module. These objectives always require the user to demonstrate competency in a school setting.

For example, for Module 1, "Establish Student Performance Criteria," the terminal objective is: "While working in an actual school situation, establish student performance criteria. Your performance will be assessed by your resource person."

Objectives

Each module has a set of "enabling objectives," which are tasks designed to facilitate attainment of the "terminal objective." For example, the enabling objectives for Module D-1 are:

"1. After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance.

2. Given a case situation, establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

There are six soft-cover booklets in the Instructional Evaluation category of the PBTE series.

D-1 "Establish Student Performance Criteria" (24 pp.)

"This module is designed to give you skill in identifying and establishing the criteria which are central (to the process of student assessment." (24 pp.)

D-2 "Assess Student Performance: Knowledge"

One of " . . . three modules that cover assessment of student performance." (56 pp.)

D-3 "Assess Student Performance: Attitudes" (36 pp.)

D-4 "Assess Student Performance: Skills" (28 pp.)

D-5 "Determine Student Grades"

The module "is designed to help you develop a basis for assigning grades to students and devise efficient procedures for arriving at grades." (36 pp.)

D-6 "Evaluate Your Instructional Effectiveness"

The module "is designed to give you skill in identifying the sources and techniques you need in order to plan a method of evaluation which is logical, usable, and capable of improving your teaching on a continuing basis."

Sequence

The modules are intended to be studied in the order in which they are numbered.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The terminal objectives of all modules require the participant to demonstrate skill in the desired competency in an actual school situation, with a resource person assessing his/her competency. To this end, enabling objectives must be acquired and learning experiences must be completed. Participants may interact with each other or work on the modules individually. In either case, the resource person guides participants through the six programs.

3.2 Help given in use of product:

In addition to the directions given in the module, developers state that "information about the use of the modules in teacher education programs is contained in three related documents: Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials and Guide to Implementation of Performance-Based Teacher Education."

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each learning experience (that numbers approximately five to a module) has a self-check, where participants evaluate their understanding of the material by comparing their own answers to the ones provided in the Model Answers section of the Module. Also, participants will be evaluated on their final learning experience by a resource person who rates performance on a teacher performance assessment form.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

No time structure is established by the developers. The program is flexible in the respect that participants may choose additional optional activities. A resource person is needed (who may be an instructor, administrator, other teacher, etc.). The supplementary materials listed in the modules are not required. The final activity on each module requires demonstration of a competency in an actual school setting. Those who do not have access to a school when they are taking the program can complete the modules only up to the final activities; they may do the final activity later.

5.2 Distributor name/address:

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602

(404) 542-2586

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INSTRUCTIONAL EVALUATION PBTE Series: Category D	$10.80 total	no	1 set/ participant	yes
Module D-1	$1.40			
Module D-2	$3.20			
Module D-3	$2.00			
Module D-4	$1.60			
Module D-5	$2.00			
Module D-6	$1.80			
Supplementary materials:				
1. Guide to the Implementation of Performance-Based Teacher Education	$4.40	no	1/participant	yes
2. Resource Person Guide to Using PBTE Materials	$5.00	no	1/participant	yes
3. Student Guide to Using PBTE Materials	$1.20	no	1/participant	yes
4. PBTE: The State of the Art, General Education and Vocational Education	$3.40	no	1/participant	yes

Contact the distributor for information on these and other supporting materials.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The 100 learning packets in the PBTE series were developed by the Center for Vocational Education of the Ohio State University. Key project staff included: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fordig, Specialist; Lois G. Harrington, Program Assistant; Karen M. Quinn, Program Assistant.

6.2 How developed and when:

According to the developers, "The PBTE curriculum packages are products of a sustained research and development effort by the Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these . . . training materials." The materials were developed over a five year period, and were continuously revised as a result of field-testing until their publication in 1977-78.

6.3 Evidence of effectiveness with users:

The developers note that "over 40 teacher educators provided input in development of initial revisions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to the Center for revision and refinement."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The modules are performance based, and the required activities are appropriate to meeting the desired terminal objectives. While the material does have some applicability for teachers outside of the vocational occupational areas, it will be found most significant by teachers in those fields. The technical quality of the module booklets is very good; graphs, illustrations and flow charts help make the books easy and enjoyable to use.

Content accuracy/social fairness/community acceptance issues:

The content of these materials, as in the other modules of the series, is based on long-term research, development, and field-testing. Great care has been taken to present a factually accurate and relevant product..

The material is free from racial/sexual and other bias.

Overall summary/comment:

The program addresses a perhaps yet unexplored question: how should a participant be assessed in the practical, applied fields? The modules are thorough in their approach to covering all the aspects of that task: each module teaches a specific skill of which the user is required to demonstrate both knowledge and performing ability. The program is well structured and easily understood.

TR-6/78